

PROFILE SHEET
Virginia and United States Government

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Section I: Correlation to the Standards

Standard	Adequate	Limited	No Evidence	Standard	Adequate	Limited	No Evidence
GOVT.1	√			GOVT.10	√		
GOVT.2	√			GOVT.11	√		
GOVT.3	√			GOVT.12	√		
GOVT.4	√			GOVT.13	√		
GOVT.5	√			GOVT.14	√		
GOVT.6	√			GOVT.15	√		
GOVT.7	√			GOVT.16	√		
GOVT.8	√			GOVT.17	√		
GOVT.9	√			GOVT.18	√		

COMMENTS

*Please note that the Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected in this instructional item and reported in this correlation profile.

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Section II: Design and Organization of Instructional Materials

Criteria	Adequate	Limited	No Evidence
1. Materials support the goals of the History and Social Science Standards of Learning as outlined in the introduction to the 2001 History and Social Science Standards of Learning.	√		
2. Instructional materials reflect a coherent and logical sequence of instruction.	√		
3. Reading level is appropriate to the age and/or grade level of students.	√		
4. Organizational properties such as the table of contents, indices, and glossaries are well designed and useful.	√		
5. Graphic representations (charts, cartoons, tables, diagrams, photographs, and maps) contribute to an understanding of the Standards of Learning.	√		
6. Materials are free of bias.	√		
7. Spelling, grammar, and mechanics usage are accurate.	√		

The Virginia Department of Education recommends to the Board of Education:

YES X

NO